DOCUMENT RESUME

ED 115 702 UD 015 492

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TITLE Educational Programs for Low-Income Youths in the Inner-City of Spokane, Washington: Fiscal Year 1973-1974.
PUB DATE Aug 74
NOTE 42p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (March 19-22, 1975, Amsterdam, Netherlands); This document is available in microfiche only due to restriction on reproduction placed by the author
AVAILABLE FROM David Lee Holland, SE. 605 Holbrook, No. 1, Pullman, Washington 99163 (Price not quoted)

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Archaeology; Area Studies; Articulation (Program); Basic Reading; *Disadvantaged Youth; Educational Anthropology; *Educational Programs; Ethnic Groups; Extension Agents; *Inner City; Locational Skills (Social Studies); *Low Income; Majority Attitudes; Middle Class Culture; Minority Groups; Special Education Teachers; Urban Youth; Youth Programs
IDENTIFIERS *Washington (Spokane)

ABSTRACT

This paper explains the method used to locate low-income inner-city participants and describes progress during the first fiscal year of the endeavor. Several educational programs are described briefly. Among them are the archaeological summer camp, 4-H teams' participation in a basketball league, 4-H clubs' in the low-income inner-city target area, a 4-H club conference, and the renovation of Grant Park. A special instructor and basic reading and articulation program, which has as its objective the involvement of low income youth in activities considered interesting and educational, is described in detail. Classes conducted under this program include creative crafts, women's awareness, self awareness, basic reading and articulation, musicology, craft ideas, and others. The program is said to provide a viable means to reach and teach low-income people with great success. A motion film of this program documenting some of the described courses is scheduled for release in the fall of 1974. Success of the programs described is considered to be due to their applicability to both transient and stable life styles. Participation by minority groups in these programs is observed to have increased nine fold. The youth programs offered are held to reflect an applied anthropological approach to ethnic, minority, and majority interests. (Author/AM)

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Presented at the 34th
Annual Meeting of the
Society for Applied Anthropology
March 19-22, 1975
Royal Tropical Institute
Amsterdam, The Netherlands

EDUCATIONAL PROGRAMS FOR LOW-INCOME YOUTH IN THE INNER-CITY OF SPOKANE, WASHINGTON: FISCAL YEAR 1973-1974

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August 1974 *

ABSTRACT

The Cooperative Extension Service at Washington State University is initiating educational programs for inner-city residents. This paper explains the method used to locate low-income audiences and describes progress during the first fiscal year of the endeavor. The youth programs offered reflect an applied anthropological approach to ethnic, minority and majority interests.

* My thanks to Christopher E. Smith, Spokane County Youth Agent, for program assistance and editorial suggestions and to Kathy Kovalesky, Spokane County 4-H Secretary, for painstakingly typing this paper.

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I. INTRODUCTION

This report covers the first fiscal year I have been employed by Washington State University's Cooperative Extension Service as a Spokane County Extension Agent responsible for 4-H and Youth. The Position Description indicated my duties were to "Provide educational leadership to reach low-income and disadvantaged youth in Spokane County. Special emphasis will be on the inner-city area, . . ." (Bath, 1972:1). Progress in this regard is described in this paper.

Although the Cooperative Extension Service, formerly the Agricultural Extension Service, has traditionally served rural audiences the rural-urban migration in the last century has created a need for urban involvement. This is especially true in Washington State where less than 5% of the population live on farms (Schubkegel, 1973:9) and the vast majority are concentrated in urban areas. In turn, since Extension is supported by federal, state and county tax dollars, it is appropriate that a substantial portion of their non-agricultural programs be located in population centers.

Spokane County, with a 1970 population of 287,487, conforms to the above trend, as 85.7% of its people live in the urban region (Peterson, 1972:49-135). Of the four "Standard Metropolitan Statistical Areas" in the state, Spokane has the lowest "Median income", $9456, and the highest percentage, 8.6, of families whose income is less than the poverty level (Peterson, 1972:49-133).

Extension programs which have effectively assisted rural audiences have the potential to help educate America's urban poor. Low-income people are particularly deserving. They have, at best, limited contact with quality educational programs as a lack of knowledge, understanding and participation in non-local activities is characteristic of this group.

II. SPOKANE'S LOW-INCOME INNER-CITY TARGET AREA

The residence-economic pattern in the city of Spokane, 1970 population 170,516 (Stans, 1971:49-40), generally conforms to that found in most American metropolitan areas, namely rich suburbs and poor inner cities. The fashionable "South Hill" is the historic and remains to some extent today the wealthy section of town. However, many upper and middle class people have moved to suburbs and outlying regions leaving the inner-city to the lower class.

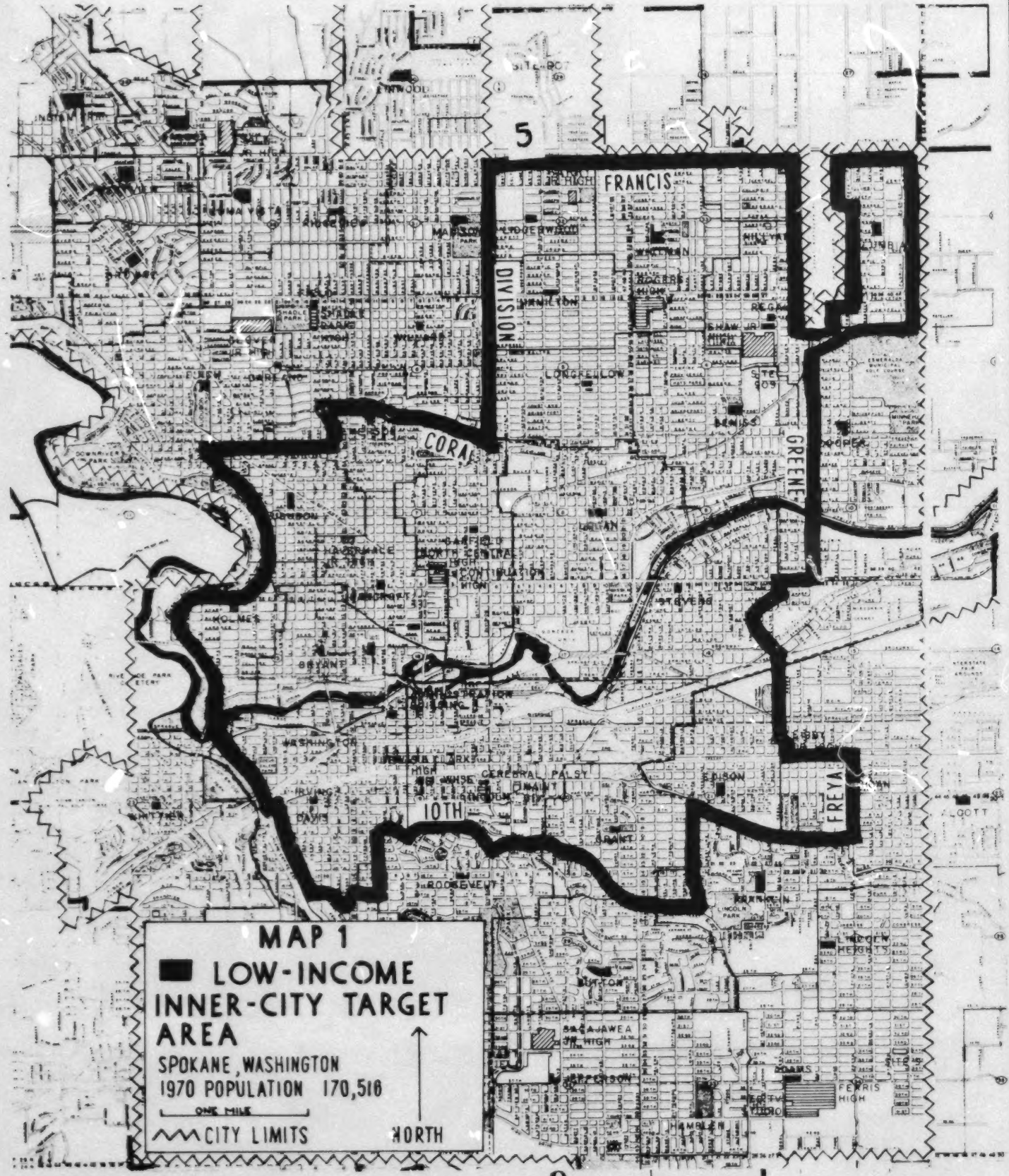
The trend described above is reflected in school enrollments. For example, the suburban Central Valley School District had 1600 more students in 1973 than it had five years before (Computer, 1973). In comparison, the city schools lose about 1000 students per year (Lange, 1974). It is recognized that there are some exceptions to this description.

Sharp contrasts are also reflected in city and suburban turnover rates. Whereas 400 of 600 students, 66%, at Grant Elementary School in 1973-1974 moved (Lange, 1974), only 60 of 460 students, 13%, at suburban Greenacres Elementary left during the year (Fox, 1974). This has direct implications for year after year association with Extension youth activities. Although follow-up educational programming is possible with a stable audience, transient families may only be reached for short periods of time.

A Spokane Community Action Council report entitled "Base Data Spokane County 1970-1972" has been used to identify Spokane's low-income inner-city target area. The information was "compiled from the 1970 Census of Housing & Population, School District 81, Public Assistance, and other sources" (Planning, 1972).

"In the city of Spokane, 13.8% of the population are living below poverty level standards, as set by the Federal Inter-agency Committee in 1969. These people represent 18.4% of all households and 9.3% of all families. 14.4% of all households in the city of Spokane are receiving welfare monies. Target areas are set up in the city in order to determine the concentrated areas of poverty geographically" (Planning, 1972:1). Spokane poverty level standards for fiscal 1973-1974 were $3552/year for a family of four (Buehler, 1974).

The wide black line on Map 1 signifies the boundary of Spokane's low-income inner-city target area. It includes the Northeast, East, West, Central and Secondary Target Areas identified by the Spokane Community Action Council (Planning, 1972:3). It is within this geographic area that efforts to implement the Cooperative Extension Service's low-income inner-city educational youth programs were concentrated.


5
FRANCIS
DIVISION
CORA
GREENE
FREYA
10TH
MAP 1
LOW-INCOME
INNER-CITY TARGET
AREA
SPOKANE, WASHINGTON
1970 POPULATION 170,516
ONE MILE
CITY LIMITS
NORTH

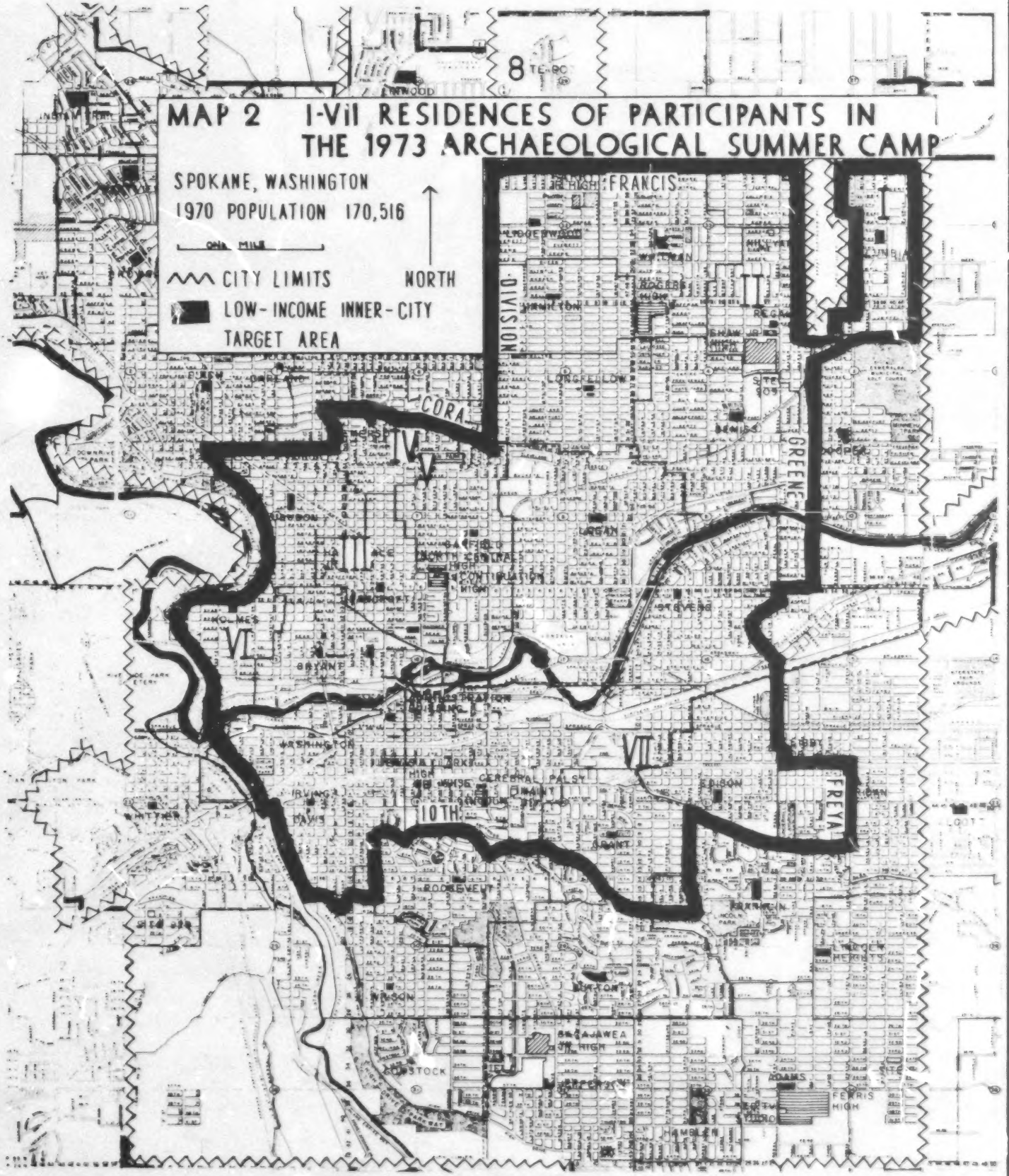
III. ARCHAEOLOGICAL SUMMER CAMP 1973 - PILOT PROJECT

The camp, conducted in July of 1973, was a pilot educational program for low-income youth. Seven Spokane high school students from economically disadvantaged backgrounds participated in a two-week archaeological camp that was sponsored by Washington State University's Cooperative Extension Service and the Department of Anthropology.

The camp objective was to remove individuals from neighborhood networks and expose them to unfamiliar social and environmental situations. This exposure would hopefully expand the individual's expectations and world view in addition to building self-confidence and a sense of worth. It also provided a means for reaching young people residing within the target area shown in Map 2.

Briefly, the 16-19 year old students participated in a Washington State University archaeological excavation and then visited two others. In doing so, they saw the three major areas of Washington State: the Olympic Peninsula, the Columbia Basin and Eastern Washington. In addition, social, cultural and environmental knowledge was introduced as they experienced University research and travel in a relaxed atmosphere. The entire 2000 mile trip was financed through a Community Pride grant donated to the Washington State 4-H Foundation by Standard Oil of California.

A more detailed explanation is contained in the grant proposal (Holland, 1973a) and in a paper presented at the 27th Annual Northwest Anthropological Conference (Holland, 1974).


MAP 2 I-VII RESIDENCES OF PARTICIPANTS IN THE 1973 ARCHAEOLOGICAL SUMMER CAMP
SPOKANE, WASHINGTON
1970 POPULATION 170,516
ONE MILE
CITY LIMITS
LOW-INCOME INNER-CITY TARGET AREA
NORTH
I
II
III
IV
V
VI
VII
DIVISION
FRANCIS
CORA
GREENE
FREYA
10TH
HAMBLEN

IV. NEW LEADER'S MANUAL

The nineteen page manual entitled "Information For New 4-H Leaders" was written primarily for people who know little or nothing about the 4-H program. Although the public often requested information on Extension and 4-H, no brief yet comprehensive explanation was available. Reviewing this document may help people understand how Extension's educational youth program functions.

This leader's guide gives a brief history, philosophy and the guidelines of the 4-H program as well as mentioning the other educational programs Extension offers. It also supplies information directly related to Spokane County youth activities and suggests ideas for planning a yearly program.

"A Training Series for New 4-H Leaders" written by James E. Havens, Extension Youth Specialist, provided substantial data. In addition, Christopher E. Smith, Spokane County Youth Agent, contributed to the contents of the manual (Holland, 1973b).

V. 4-H TEAMS PARTICIPATE IN AN ALL AGENCY BASKETBALL LEAGUE

The 1973-1974 season was the first year 4-H was represented in the Spokane All Agency Basketball League. I coached the junior and senior teams that played against the Northeast, Eastside, Salvation Army Youth Centers, the Y.W.C.A. Youth Resources Center, Morning Star Boys Ranch, the Indian Center and Fairchild Air Force Base. The Indian Center joined the league as a result of my discussions with Loretta Melville, the Director of Indian Talent Search.

Most of the senior team was made up of older 4-H members, 15-19 years old, who lived outside the city. They provided their own transportation to and from the 14 games. Parents attended at times, especially if the game was played on a weekend. Thanks to a strong senior leader and a fast break offense the senior team finished with a winning effort.

The junior team, on the other hand, was made up primarily of inner-city kids many of whom were not 4-H'ers. This group of 10-14 year olds was racially mixed and co-ed. To my knowledge, this was the first time in Spokane that girls and boys played on the same basketball team.

Basic basketball knowledge and ability was lacking on the junior team at the beginning of the season. For example, only one shot was

attempted in the first game. As the season progressed, enthusiasm remained high, despite losses, and by the end of the season girls were scoring points, boys passed the ball to girls and all were able to legally dribble the ball over the half court line.

The kelly green uniforms with gold sleeves had the 4-H emblem stenciled in white on the back. The jerseys helped team pride and spirit as well as providing visual proof that 4-H was not strictly a rural youth program. Many inner-city kids asked if they could join the team.

One season's highlight was the awarding of two $100 scholarships to attend the 7th Annual Washington State University Cougar Cage Camp. One scholarship came from WSU head basketball coach, George Raveling, and the other was donated by the Kaiser Aluminum & Chemical Corporation through the efforts of Bruce McPhaden, Vice President Aluminum Division.

The summer camp in Pullman runs for a week and teaches basic basketball skills. This year Phil Chenier and Elvin Hayes of the Washington Bullets, Artis Gilmore of the Kentucky Colonels and Doug Collins of the Philadelphia 76'ers will be on hand to meet and instruct the participants. The training should help the quality of next year's 4-H basketball teams.

Girls questioned why boys received both Cougar Cage Camp scholarships. I explained that only boys were allowed to attend this year's camp. Their reply was "you can just take us to dinner instead". Regretfully, this program request was not accomplished.

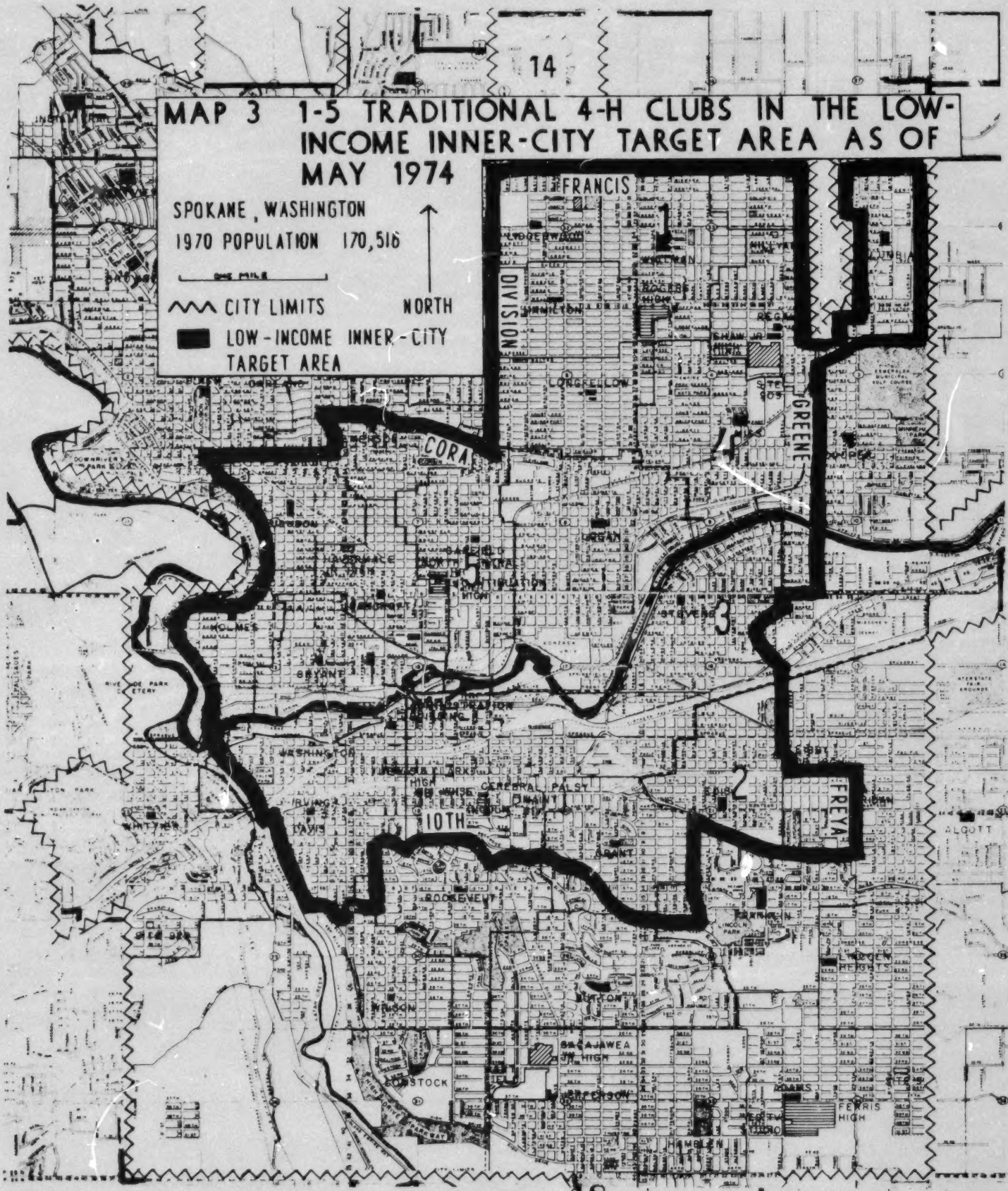
VI. TRADITIONAL 4-H CLUBS IN THE LOW-INCOME INNER-CITY TARGET AREA

4-H clubs usually depend on adult, volunteer leaders who organize a group of young people and provide educational expertise on specific subjects (projects). However, locating volunteer leaders in low-income areas is particularly difficult. This is partially due to the transient behavior displayed by some economically disadvantaged people. The traditional 4-H program may be structured to serve stable audiences and may not readily adapt to divergent life styles. Studies support this point, "4-H leaders have lived in one place much longer than the average-81 percent have not moved in the past 5 years. On the average, 80 percent of Americans move in a 5-year period" (Banning, 1970).

Spokane's inner-city does not have many traditional 4-H clubs. Two of the five clubs, shown on Map 3, began in 1974 while the other three also operated the year before. The 1974 clubs were led by: Anita Helgesen (1) who worked with ten hyperactive children. She was able to increase membership during the year because students from Eastern Washington State College and Gonzaga University, majoring in Special Education, were recruited to help with instruction. Rebecca Stiff's 4-H club (2) had forty-six members. However, a prolonged illness hampered and at times curtailed her educational leadership activities.

Linda McGurk (3) taught three neighbor girls. Katherine Brunk (4) started a club of thirty in an apartment complex and Geraldine Hoisington (5) began teaching eight 4-H'ers.

These five clubs, located in the inner-city, had 97 children. This compares with 904 members in 68 clubs situated in other parts of Spokane County. Rebecca Stiff made some progress toward exposing minority children to the 4-H program. Even so, only 27 out of more than 1,000 Spokane County 4-H'ers were minorities (Computer, 1974:63).


MAP 3 1-5 TRADITIONAL 4-H CLUBS IN THE LOW-INCOME INNER-CITY TARGET AREA AS OF MAY 1974
SPOKANE, WASHINGTON
1970 POPULATION 170,516
CITY LIMITS
LOW-INCOME INNER-CITY TARGET AREA
NORTH
FRANCIS
DIVISION
GREENE
CORA
FREYA
10TH
1
2
3
4
5

VII. THE SPECIAL INSTRUCTOR & BASIC READING AND ARTICULATION PROGRAM

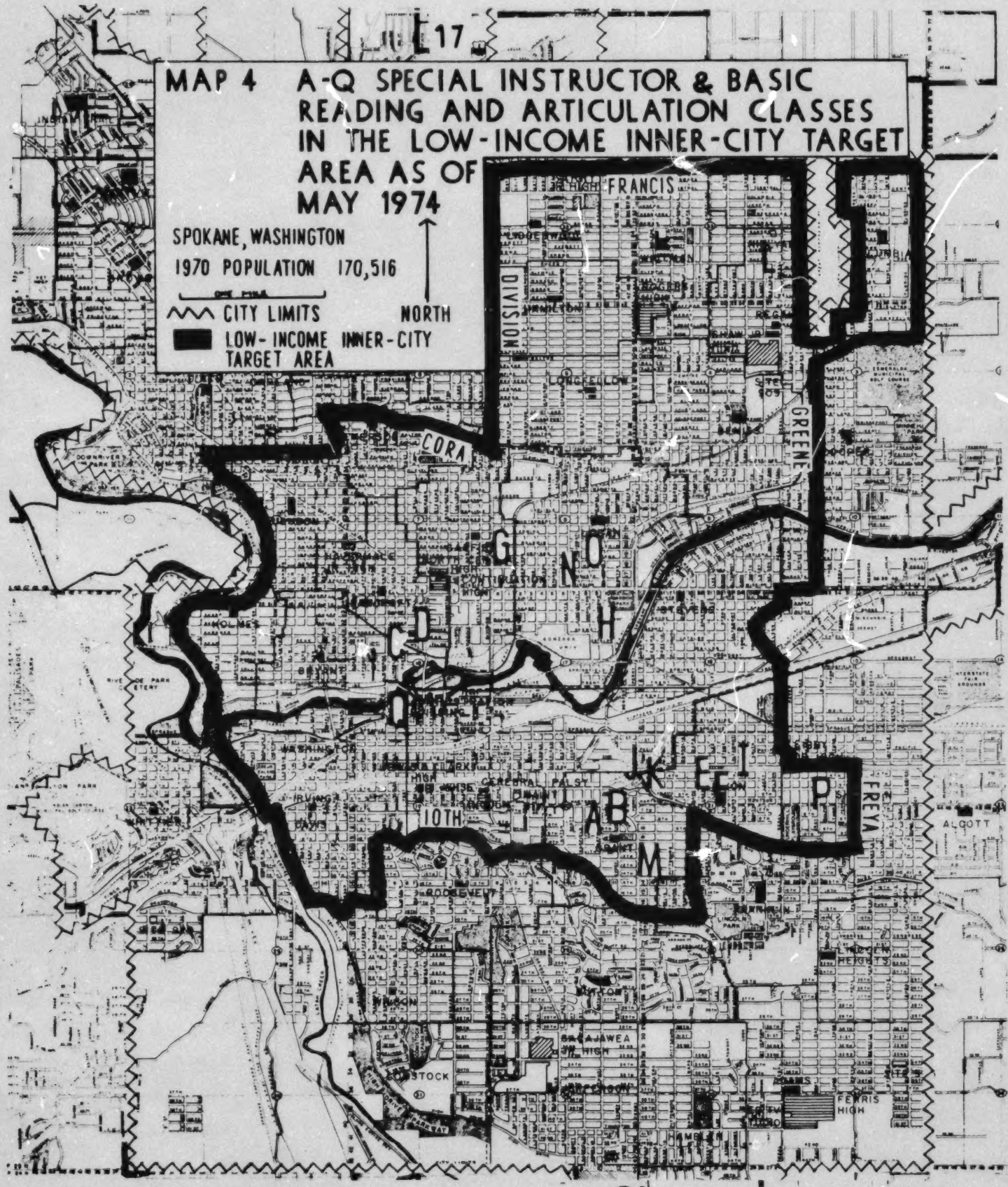
1. Introduction

The grant proposal for the Special Instructor Program was written by Dr. Wilbert H. Richarz, Extension Youth Specialist. The Cooperative Extension Service Administration approved the program through May 31, 1974.

The "Instructor Program" was used as a progressive step towards realizing Dr. Richarz's (1974) long range Participating Citizen Education Program. He stated "our objective is to involve as many low-income youth as possible in activities that will be interesting and educational and which will serve as a basis for expanding our low-income efforts" (Richarz, 1973).

Seventeen classes were conducted in Spokane and all were located in and/or taught low-income youth from the inner-city target area (Map 4). Curriculum was determined by social, cultural, ethnic, racial, minority and majority interests as well as by requirements, such as reading, that American society places on its members. Previously, Extension's city involvement was extremely limited and this program provided an excellent means to teach low-income audiences.

The Special Instructors were paid $10.00 per 2-hour lesson taught. In addition, a $100 supplies budget was alloted for each class. Attendance and learning experiences were recorded each session and a minimum of ten students per course was required. Letters explaining the free program and its sponsor were distributed to students and parents.


MAP 4 A-Q SPECIAL INSTRUCTOR & BASIC READING AND ARTICULATION CLASSES IN THE LOW-INCOME INNER-CITY TARGET AREA AS OF MAY 1974
SPOKANE, WASHINGTON
1970 POPULATION 170,516
CITY LIMITS
LOW-INCOME INNER-CITY TARGET AREA
NORTH
FRANCIS
DIVISION
GREENE
CORA
10TH
FREYA
ALCOTT
FERRIS HIGH
LOGAN
STOCK
PARK AV

2. Description of Classes

A. Quilting

This class was instructed by Lenoria Davis a black Teacher's Aide at Grant Elementary School. Ten lessons were taught in the Art Room after school. Fifteen of the thirty-two boys and girls were black.

Goodwill Industries supplied the fabric that was cut into quilt squares. The Peone Prairie Homemakers Club donated two sewing machines which were used to finish the quilts after they were hemmed and tacked.

The finished product was purchased by Goodwill Industries at a price of $2.30 per quilt. The money was returned to the students, so besides learning sewing techniques, they were involved in the market economy.

B. Basic Carpentry

A 70-year old retired carpenter, Everett Beach, conducted this bi-weekly course at Grant Elementary School. His first attempt at teaching was very successful as 26 black and 61 white elementary school boys attended the 36 sessions. The class was held during regular school hours and two students from Lewis & Clark High School received credit for assisting Mr. Beach.

Grant School supplied the tools which had been purchased in the past with Title I funds. Some building materials were donated by Long Lake Lumber Company; the remainder were purchased with the supplies budget.

Students learned to work with various tools as they sawed, measured, nailed, sanded and painted. Finished items included: tool boxes, bookends, bench vices, napkin holders, bird houses, key holders, coat hangers, wooden horse shoes, letter holders, cutting boards and foot stools.

C. Native American Costume & Dance

Jim Tomeo, a Colville Indian and Eastern Washington State College student, agreed to teach seven Indian boys tribal dances. In addition, appropriate costumes consisting of moccasins, body apparel and headdresses were constructed. The class met in the Youth Resource Center at the Y.W.C.A.

D. Wilderness Living Skills

The Associate Director of the Youth Resource Center at the Y.W.C.A., Scott Ryman, who has a B.S. from Whitworth College, conducted the course. Most of the 17 meetings were held at the 'Y'; however, some took place while camping in remote, uninhabited areas.

The nineteen boys, 13-16 years old, learned how to: make soap, nets, moccasins, and vegetable garden planters, tie knots, read topographical maps, survive outdoors, lash poles, use a compass and axe, tan hides, repair tents, use backpacking equipment, canoe, plan meals and supplies, smoke meat and fish by constructing a smokehouse, build cabin frames, make a tee pee shelter from a parachute, track, identify trees and edible plants, and administer first-aid.

E. Creative Crafts

The 18 class meetings alternated between the Eastside and Northeast Youth Centers. Sher Huss, a Vista Volunteer who has a B.S. in Sociology from the University of Utah, and Debbie Winkle, an Action Student from Eastern Washington State College, were the instructors. Ages of the 35 boys and girls ranged from 7 to 13.

In the past, there have been racial conflicts between the two centers. This class helped to ease tension as 15 black students worked closely with whites in the class. The interaction proved rewarding as the two groups began to know and understand each other better.

The following skills were taught: tye-dyeing, fantasy film flowers, ceramics, paper orgami, glass staining, mobiles, candle making, marble art, dried flower arranging, copper tooling, mosaic art and crocheting.

F. Women's Awareness

Two women with Sociology degrees from Washington State University organized this course. Jean Gompf, a counselor at the Eastside Youth Center, and Ann Payne, a Vista Volunteer at the Northeast Youth Center, worked with twenty, 12-14 year old girls. There were seven minorities in the group that met twenty-two times.

The class objective was to make the girls aware of their capabilities and to expose them to different ideas, life styles and alternatives. This was accomplished through lectures, tours and class work. Most of the experiences required the students to work together toward a common goal.

Discussion and lecture topics included: juvenile rights, airline and nursing employment, women in movies, family planning and V.D., images of the female and a proposed life planning cycle. Class work involved: macrame, yoga, low-budget decorating, leaded glass, makeup, hair care, jewelry making and sewing. A roller skating party and an overnight camp provided entertainment.

G. Basic Crafts

This class was held in the Salvation Army's John T. Little Youth Center and was taught by Rietta Simpson, who has a B.A. in Elementary Education from Western State College of Colorado.

The 85 boys and girls who attended ranged in age from 6 to 16. Six of them were Chicanos. During the fifteen lessons the students used

supplies donated by the Salvation Army Community Center and made: papier mache banks, Santa candy, canoy jars, pom poms, felt elves, snowmen, Christmas ornaments from eggshells and yarn, clothes pin wooden soldiers, candles, painted deserts, magnetic walnut shell turtles, lanyards, braided key chains and coat hangers, craft stick projects, egg carton waste baskets, leather craft, potholders, decoupage, ceramics, shrink art, egg carton Easter bunnies and plaster of Paris molds.

The instructor notes that student rapport improved as the class progressed. The youngsters found it easier to try new things, accept peer mistakes and were less critical of each other. The attitude change was also evident as respect for the teacher and visitors emerged.

H. Native American Wood Carving

Leon Sarsozo, a Yuma Indian who studied at the California School of Fine Arts in San Francisco, was the instructor. The class, which met 30 times, was held in the American Indian Community Center.

Most of the forty children, 9-14 years old, were Indian, Chicano or black. By practicing mind and body control they were able to safely use sharp wood carving tools. Kochina dolls, masks, arrowheads and wood figurines were carved from cedar donated by the B. J. Carney Company.

I. Craft Ideas

The class met only a few times because the instructor, Rebecca Stiff, had a serious operation. The objective was to teach adults and older teens advanced craft techniques that they could use in their youth clubs.

J. Southeast Spokane Youth Track & Field Club

Two black men from the Southeast Youth Center, Jerry Chapple and Lloyd Moore, coached and organized the club. The 8-12 year olds began conditioning and practiced in Grant Park before competing in a number of A.A.U. sanctioned track meets at Eastern Washington State College. Twelve black and two white boys met 36 times to work on conditioning, hurdles, starts, relays, the high jump, sprints, long distance races, the shot, discuss, and the long and triple jumps.

K. Creative Cultural Awareness & Dance

The group, popularly called "Shades of Blackness", consisted of 21 black girls and 4 black boys who were 14-18 years old. They were instructed by a black woman, Alice McNair, who received assistance from Tyna Poindexter, a member of the group. They met 29 times at Grant Elementary School and in the recreation room at Bryant Arms Housing Project.

Dramas by black playwrights James Baldwin, Ed Bullins and a personal composition of Alice McNair's were rehearsed. One scene was

performed at State 4-H Conference. In addition, the group performed dance routines before the Black Student Union at Whitworth and Eastern Washington State College and modeled at the Davenport Hotel and 2nd City.

The group also sewed some of their costumes, put on a bake sale and practiced Afro-American hair styles. Discussions centered on astrology, community awareness and the need for unity in a community.

L. Self Awareness

A counselor at the Northeast Youth Center, Rich Norem, who has a Masters of Education in Guidance and Counseling from Whitworth College, conducted this course. He worked with 14 children, 4-8 years old, four of whom were Indian. They met 23 times at the center.

Dr. Freed's T. A. for Tots was the primary text. The principle objective was to develop peer identification and a positive self-image through transactional analysis. Discussions centered on solving problems within the youngsters' families and at school. Role playing of teacher-student, friend-friend, friend-enemy and mom-dad proved to be a popular and productive teaching technique. The children talked about why they fight and what it accomplishes. The class also discussed uncomfortable situations to see how they might be eliminated or understood better in the future.

M. Capoeira Musicology

The Director of the Black Education Program at Eastern Washington State College, Ed Powe, taught the class. He has a M.A. in Linguistics

from Indiana University and learned the black self-defense art while in Brazil on a Fulbright Scholarship. The primitive form of Capoeira was brought to Brazil from Africa by Bantu slaves. The acrobatic fighting style is performed to musical arrangements. The ethnically distinct instruments used by the group include: berembau, ago-ago, conga, bongo, reco-reco and tamborines.

The objective of the project was to express the black experience through an original black art form. Thirty-five black boys, 7-15 years old, met 29 times in the Old Wrestling Room at E.W.S.C. to learn and perform Capoeira. They were given an introduction to Capoeira, were taught to play the instruments and were coached in offensive and defensive fighting techniques. Hands, feet, sticks and machetes were used as weapons. They also watched and met Brazilian Capoeira professionals who performed at the World's Fair - Expo 74.

The class performed at the Eastside Youth Center in Spokane, twice at community centers in Tacoma, 8 times in Seattle schools, at State 4-H Conference in Idaho and Washington and in the International and Alberta Amphitheaters at Expo 74.

N. Basic Reading & Articulation

Logan Elementary School referred seven 10-12 year old girls having reading problems to Susan Norem the tutor who was certified during a Laubach Literacy Workshop. Susan has an Education degree from Central Washington State College.

Twenty individual and group sessions were held after school in Heath Library. The first step was to identify individual reading levels. The work of Nicholas J. Silvaroli entitled The Classroom Reading Inventory provided basic guidance. Later, a handbook of classroom ideas to motivate the teaching of remedial reading called Rescue, by Nancy A. Hall, was used. It contains ideas, tricks and games useful in helping children with problems.

O. Basic Reading & Articulation

Mary Ellen Klages's tutoring lessons also took place in Heath Library. She has a B.A. in Elementary Education from Washington State University. Her six students were 12 and 13 years old; they met 21 times.

Often the tutors listened to adolescent concerns in addition to helping students with phonic, reading and articulation problems. Discussions ranged from family troubles to friend relationships. Many students found it hard to believe some one cared enough to listen and spend time helping them. This demonstration of concern may be as beneficial as the reading instruction. To show their appreciation, the students gave a surprise party for Mary Ellen and Sue Norem at the end of the year.

P. Basic Reading & Articulation

A Colville Indian and student at Eastern Washington State College, Tanya Tomeo, worked with 14 Indian children. They were referred to her by their school's Indian Advocate Counselor. The 8-13 year olds met during school hours at Sheridan Elementary School. The 28 lessons were spent improving the students' reading and articulation levels.

Q. Basic Reading & Articulation

Michelle Moore, a black student at Eastern Washington State College, was certified during the Laubach Literacy Workshop. The eleven boy and four girl students, 15-22 years old, were referrals from Lewis & Clark High School. She met twenty-eight times with them at Lewis & Clark and in the Spokane Public Library. Six of the older students were Asian-Americans who recently immigrated to the United States.

Class materials included: the Charlie Brown Dictionary which relates concepts and words to Peanuts characters. It also lists words alphabetically according to a color code. The Primary Dictionary Series especially Dictionary #1 was used to associate words with pictures. In addition to reading regular school assignments, the students read from Sounder written by William Armstrong.

The Asian-Americans were shy and wouldn't talk when the lessons began. However, after a few classes and working with picture crossword puzzles, they began to speak often and openly. An increase in

self-confidence was also apparent in the other students. Whereas they hesitated to read new works at first, later they were willing and eager to attempt harder reading materials.

3. Conclusion

The Special Instructor Program proved to be a viable means to reach and teach low-income people. The classes were flexible enough to serve both transient and stable audiences. Numerous requests by students, parents and instructors for continuation of the courses indicates their acceptability.

Perhaps the Basic Reading and Articulation classes were most effective in terms of helping youth become capable, participating citizens. Utilizing the one to one, teacher-student, teaching technique permitted students to privately express their personal problems. It also was an efficient method to teach reading and articulation skills.

In addition to learning the subject matter taught in the classes, students became more confident of their ability to make positive contributions to society. In this regard, an occupation and residence study of farm and town graduates 10 years after high school found "men's white collar positions and women's service occupations were usually occupied by individuals who were raised in town and who were involved in high school activities" (Holland, 1972:44). Likewise, Extension classes "may predispose the individual toward engagement in social interaction which increases his expectation and confidence level" (Holland, 1972:44) and makes him more willing and able to function socially.

Statistically the program was also a huge success. The seventeen classes taught 463 students, 236 boys, and 227 girls. There were 218 minorities involved, 143 blacks, 56 Indians, 13 Chicanos and 6 Asian-Americans. This is "affirmative action". All these individuals resided within the low-income inner-city target area.

Extension Information Specialists are making a color movie of the Special Instructor Program which will vividly document some of the described courses. It is scheduled for release in the fall of 1974.

VIII. STATE 4-H CONFERENCE 1974

The June conference is held on the Pullman campus of Washington State University. Delegates are high school students from the state of Washington. A variety of educational and social functions are offered during the week's activities.

In the past, no Spokane County minorities attended the conference. Of the fifteen 1974 county representatives, 6 were black. They included five members of the Creative Cultural Awareness & Dance class and an "Eastside Swingers" 4-H'er.

I taught a "Cultural Rapping" class at the conference. First, the students wrote definitions for: culture, subculture, society, ethnocentrism, races, individual and institutional racism. In addition, the class was asked to list historic and contemporary American minority groups.

A discussion of the terms followed as their explanations and those of: cultural relativism, empathy, value, world view, racists, prejudice, bigotry and W.A.S.P. were distributed in a handout.

The Creative Cultural Awareness & Dance group presented a short scene from a drama depicting black life in America. Then the class talked about how the example differed from aspects of white culture.

Finally, an Afro-Chicano Drum Ensemble, led by Gard Harding, played for the class. The instruments and beats were explained. Students were then given the opportunity to play the cabasa, claves, canzas, chekere, ago-ago, cencerro, conga, bongo, trim bales, maracas and quiro as a group.

IX. THE RENOVATION OF GRANT PARK

In November of 1973 Rebecca Stiff, the leader of the Eastside Swingers 4-H Club, complained about the inadequate play facilities in Grant Park. The park, located adjacent to Grant Elementary School, provides the primary recreation area for 700 students and for the surrounding low-income, racially mixed neighborhood. Investigation revealed that mud and water covered the grounds because surface clay prevented proper drainage. As a result, the school principal occasionally was called upon to pull children from the quagmire.

Rod Zoske and Osborne Jones of the Spokane Parks & Recreation Department, Rebecca Stiff and Mae Montgomery of the Eastside Swingers 4-H Club, David Lange, Grant Elementary School Principal and I attended a meeting to discuss the problem. After reviewing the situation, the Parks Department indicated they would renovate the grounds and match any funds which could be secured to purchase new play equipment.

A grant proposal was submitted to W.S.U.'s state youth office. Eight hundred dollars, part of a Community Pride grant donated to the Washington State 4-H Foundation by Standard Oil of California, was approved to match the Park Department's $800 so a "Big Toy" could be purchased.

In the spring of 1974, a railroad tie retaining ring was installed and sand was dumped inside. Neighborhood residents helped spread the

sand and dug foundations for play equipment. The "Big Toy", a 12-foot climbing and sliding apparatus made from cedar poles, and a whirl-a-way were installed by the Park Department. In addition, repairs were made on the swing.

The formal dedication ceremony was held in June. Placed in the park was a bronze plaque which was engraved as follows:

This play area built in cooperation with:

Washington State University's
Cooperative Extension Service

Standard Oil of California

Washington State 4-H Foundation

Grant Elementary School

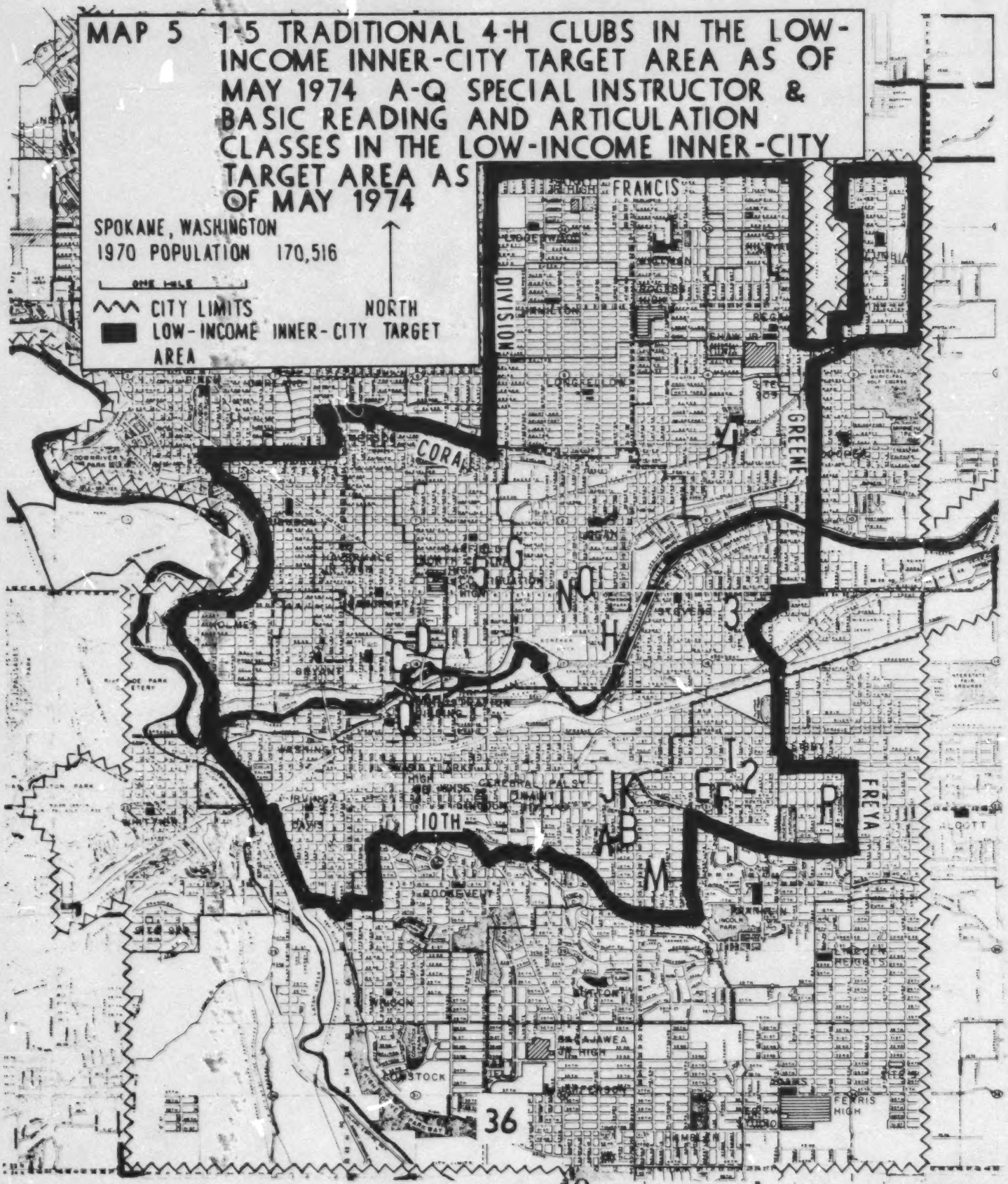
Eastside Swingers 4-H Club.

X. SUMMARY

Fiscal year 1973-1974 was very productive in terms of Washington State University's Cooperative Extension Service beginning to reach Spokane's low-income residents. The archaeological camp, basketball team, traditional 4-H clubs and special instructor classes taught 582 inner-city children compared to approximately 55 who were associated with Extension programs the year before. Participation by minorities increased nine fold. The geographic location of inner-city involvement is depicted in Map 5.

There are numerous economic, ethnic, racial and other socio-cultural differences present in American society. These unique characteristics must be clearly considered and understood before beneficial educational programs will be received by specific groups. For example, one reason for the success of the Special Instructor Program was its applicability to both transient and stable life styles. Therefore, it is important for Extension to realize that traditional methods and programs may not work when applied to non-traditional audiences.

In conclusion, the accomplishments made during the year will provide a solid foundation for continuation and expansion of Extension's low-income educational programming.


MAP 5 1-5 TRADITIONAL 4-H CLUBS IN THE LOW-INCOME INNER-CITY TARGET AREA AS OF MAY 1974 A-Q SPECIAL INSTRUCTOR & BASIC READING AND ARTICULATION CLASSES IN THE LOW-INCOME INNER-CITY TARGET AREA AS OF MAY 1974
SPOKANE, WASHINGTON
1970 POPULATION 170,516
ONE MILE
CITY LIMITS
LOW-INCOME INNER-CITY TARGET AREA
NORTH
FRANCIS
DIVISION
GREENE
CORA
10TH
FREYA
1
2
3
4
5
36

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